# Comprehensive School Improvement Plan (CSIP)

## Rationale

​School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district’s superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

## Requirements for Building an Improvement Plan

* The required goals for **elementary/middle schools** include the following:
	+ State Assessment Results in reading and mathematics
	+ State Assessment Results in science, social studies and writing
	+ Achievement Gap
	+ English Learner Progress
	+ Quality of School Climate and Safety
* The required goals for **high schools** include the following:
	+ State Assessment Results in reading and mathematics
	+ State Assessment Results in science, social studies and writing
	+ Achievement Gap
	+ English Learner Progress
	+ Quality of School Climate and Safety
	+ Postsecondary Readiness
	+ Graduation Rate

## ****Alignment to Needs:****

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

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| **Our Priority and concern for the coming year will be our postsecondary and graduation rates as our score in the high school had decreased from the prior year. Also the continuation of our Tradition of Success.**  |

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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| **Professional Learning Communities (PLC’s). PLC’s will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Also diagnostic testing for middle and high school will be generated by our staff and administered throughout the school year** |

**Indicator Scores**

List the overall scores of status and change for each indicator.

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 87.4 HS 54.4 MS | 2.2 HS -3.9 MS |
| State Assessment Results in science, social studies and writing | 68.5 HS 62.0 MS |  No Score HS 4.9 MS |
| English Learner Progress | No Scores |  |
| Quality of School Climate and Safety | 77.5 HS 77.0 MS | 4.6 HS 3.2 MS |
| Postsecondary Readiness (high schools and districts only) | No Score |  |
| Graduation Rate (high schools and districts only) | 95.8  | -0.1 |

## Explanations/Directions

| **Goal**: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools. |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.  | Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.  | Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.  | List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.  |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.): Will implement a reading class to the middle school and an extended math class to improve scores in the middle school.  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 Objective 1 Collaborate to increase the Reading and Math Achievement Scores for Dawson Springs High School as measured by KSIS, CERT, and ACT | KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. | KCWP2: Activity 2: Professional Learning Communities (PLCs)​ PLCs will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. | Student Placement Test Scores  CERT/ACT | School Master Schedule | School Master Schedule |
| CERT Data will be analyzed for student growth in reading and math by teachers and administrators from Fall, Winter, and Spring administrations.  | CERT/ACTObservable growth from Fall to Winter to Spring | Weekly and or bi-weekly meetingsand or monthly meetings | No funding required |
| KCWP 5: Design, Align, and Deliver Support | Development of Diagnostic Exams by our core content teachers that will be administered each semester | Observable growth from semester to semester | Monitor after each exam | No funding required |
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| Objective 2 Collaborate to increase the averaged combined Reading and Math Achievement Scores for Dawson Springs Jr. High School | Design and Deploy Standards | Activity 1: School Intervention Team​ See Goal 1 – Objective 1 | Students will make reasonable gains or meet benchmark upon completion of interventions | Progress will be monitored every four weeks and at the end of each nine weeks grading period  | No funding required |
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## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.): We will continue to use the same programs and applications of the standards to maintain or increase our overall performance in science, social studies, and writing.  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 Increase our index for middle school. | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment | KCWP1: Activity 1: School Intervention Team​ See Goal 1 – Objective 1 |  | Middle School will have iReady testing and the High School will have CERT Testing the months of:August December February Juniors OnlyApril for grades 6-8 and 9-10 |  |
| KCWP2: Activity 2: Professional Learning Communities (PLCs)​ See Goal 1 – Objective 1 |  | Diagnostic Testing for middle and high:November Math and ScienceNovember English and Social StudiesSpring Semester:March Math and ScienceMarch English and Social Studies |  |
|  | KCWP3/KCWP4/KCWP5: Activity 3: CERT​ See Goal 1 – Objective 1 |  | KSA Prep:6-8th and 10th-11th Core Content Teachers (included in Map) |  |
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## 3: Achievement Gap

## KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
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| Objective 1 Middle school will reduce the gap of economically disadvantaged | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. KCWP 3: Design and Deliver Assessment Literacy | KCWP1: Activity 1: School Intervention Team​ See Goal 1 – Objective 1 |  | Middle School will have iReady testing and the High School will have CERT Testing the months of:August December February Juniors OnlyApril for grades 6-8 and 9-10 |  |
| KCWP2: Activity 2: Professional Learning Communities (PLCs)​ See Goal 1 – Objective 1  |  | Diagnostic Testing for middle and high:November Math and ScienceNovember English and Social StudiesSpring Semester:March Math and ScienceMarch English and Social Studies |  |
|  | KCWP3/KCWP4/KCWP5: Activity 3: CERT​ See Goal 1 – Objective 1 |  | KSA Prep:6-8th and 10th-11th Core Content Teachers (included in Map) |  |
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| Objective 2 Reduce the proficiency gap for high school students identified as economically disadvantaged | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. KCWP 3: Design and Deliver Assessment Literacy | KCWP1: Activity 1: School Intervention Team ​See Goal 1 – Objective 1 |  | Middle School will have iReady testing and the High School will have CERT Testing the months of:August December February Juniors OnlyApril for grades 6-8 and 9-10 |  |
| KCWP2: Activity 2: Professional Learning Communities (PLCs)​ See Goal 1 – Objective 1  |  | Diagnostic Testing for middle and high:November Math and ScienceNovember English and Social StudiesSpring Semester:March Math and ScienceMarch English and Social Studies |  |
|  | KCWP3/KCWP4/KCWP5: Activity 4: CERT​ See Goal 1 – Objective |  | KSA Prep:6-8th and 10th-11th Core Content Teachers (included in Map |  |
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| Objective 3 |  |  |  |  |  |
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## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): We do not have a sub group for English Learners. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): Our Schools Ranked Green and Green respectfully, and our goal will be to continue our Tradition of Success, along with our #LivePurple initiative. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 | Communication | Communication to all stakeholders will be given in a timely manner in the form of newsletters-mails, school web page, teacher websites, school marquee, Remind App, School Facebook page, Twitter, Parent Square | Ongoing | Ongoing | None |
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## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): Dawson Springs High School students will continue the tradition of success and be deemed Postsecondary Ready. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 DSHS will continue to increase our Postsecondary readiness. | We have Added a Family Consumer Science Program, a Computer Science Program, and a Public Safety Program this year. | Progress to Graduation:​ Utilizing Persistence to Graduation Report and at-risk reports to monitor student progress toward graduation Industry Certification Plans and Data Reviewed | Observation Master Schedule ILP PGR and At-Risk Reports Completion of Program | Monthly | No funding required |
| Advanced Placement/Dual Credit​: provide opportunities for students to participate in Advanced Placement Courses | Observation Master Schedule ILP PGR and At-Risk Reports Completion of Program | Monthly | No funding required |
|  | College and Career Days​: Continue district College Day and a District Career Day where activities are planned to emphasize the importance of College and Career.  | Observation | Monthly | No funding required |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.) Increase the average freshman Graduation Rate as measured by the graduation formula. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 Increase the average freshman Graduation Rate as measured by the graduation formula |  | KCWP1/KCWP4: Activity 1: Academic/Career Pathways Development of Learning Plans in order to place students in courses aligned with their career interests as identified in the career inventory | Increased knowledge of appropriate pathway | Ongoing | No funding required |
| KCWP5: Activity 2: College and Career Readiness (CCR) classes Intervention classes provided to high school students who have not met benchmark. | Master Schedule  Student Grades  | CERT/ACT  | ESS and district funds |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

## Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

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| **Components of Turnaround Leadership Development and Support:** |
| **Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?**Response:**  |
| **Identification of Critical Resources Inequities:** |
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.**Response:**  |
| **Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**  |
| **Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.**Response:** |
| **Targeted Subgroups and Evidence-Based Interventions:** |
| **Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:****Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.** |

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in CIP** |
| --- | --- | --- |
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.  |[x]
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## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

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| **Turnaround Team:** |
| **Consider:** Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process **Response:**  |
| **Identification of Critical Resources Inequities:** |
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.**Response:**  |

## CSI Evidence-based Practices

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Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.  |[x]
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